Meredith Farace: Welcome everybody. I'm Meredith Farace from the Implementation and Support Unit at the U.S. Department of Education. And I'm joined by my colleague Melissa Siry. Thank you so much for participation on today's call on the FY2013 Race to the Top District Competition. In today's webinar, we will highlight specific details of the application and the application submission procedures. Please note that due to the large number of participants on today's webinar, we will only be accepting questions via the chat feature and will answer as many as possible at the end of today's webinar. We will not respond to questions individually; instead we will share the questions and responses with all participants. Please feel free to send in technical, clarifying, or logistics questions. As mentioned in the RSVP message, we are unable to answer questions about a specific approach or individual proposal. If you have questions that are not addressed during the webinar or in the FAQs, please submit them by email to 2013.racetothetop.district@ed.govWe will be hosting additional webinars to answer questions submitted to our email box. The next one is on Wednesday, September 11th. Registration information will soon be available on the website that can be found on the link on this page.

Okay so who is eligible to apply? We are going to begin by giving a brief overview on the eligibility requirements for the 2013 Race to the Top District - Competition. For additional details on eligibility and requirements please visit the Department's website to view the presentation and transcript from the FY2013 Race to the Top - District Overview Webinar held on August 7th. We wanted to highlight a few aspects of the eligibility requirements so that potential applicants can be sure that they are, in fact, eligible for the competition before learning more about the application and submission procedures. First of all, local educational agencies, or LEAs, are the only eligible applicants for this competition. LEAs may apply individually or as a consortium. LEAs applying as a consortium may include LEAs from multiple States. Individual LEA applicants must serve a minimum of two thousand participating students. Consortia of LEAs may serve fewer than two thousand students provided that those students are served by a consortium of at least ten LEAs and at least 75% of students served by each LEA are participating students. An LEA may only participate in one Race to the Top - District application. At least 40% of participating students of all participating schools must be from low-income families based on eligibility for free and reduced price lunch subsidies under Richard B. Russell National School Lunch Act or other poverty measures that LEAs use to make awards under section 1113(A) of the Elementary and Secondary Education Act (ESEA). An applicant determines the percentage of students from low-income families by dividing the number of participating students who are from low-income families by the total number of participating students who are from low-income families across all participating schools. In the case of a consortium, the applicant should calculate the percentage of participating students from low-income families in the same way across meaning all LEAs participating in the consortium. For the purpose of this competition, all participating schools means a school that is identified by the applicant and chooses to work with the applicant to implement the plan either in one or more specific grade spans or subject areas or throughout the entire school and affecting a significant number of its students. We will talk more about participating students in a few minutes.

As defined in the application and Notice Inviting Application or as we call it, NIA, a local educational agency (LEA) is an entity in section 91026 of the ESEA except that an entity described under section 9101-(26)(D) must be recognized under applicable state law as a local educational agency. As stated in

FAQ C-3, for purposes of the FY2013 Race to the Top - District Competition an intermediate service unit, educational service agency or charter management organization would be eligible to apply for an award under the FY2013 Race to the Top - District Competition only if it meets the definition of an LEA in the notice. Under that definition, an eligible entity must be recognized under applicable state law as an LEA and meet the definition of LEA in section 9101-26 of the ESEA. Because this is a competition the Department cannot comment on whether specific entities are eligible for the competition. While applicants cannot form a consortium with entities that are not eligible LEAs, applicants may work with entities in other ways. For example, an applicant may choose to partner with organizations that do not meet the eligibility requirements of the FY 2013 Race to the Top - District Competition. A consortium must be made up of eligible entities, specifically districts that meet the definition of LEA in the notice inviting applicants. A partnership can include additional parties, such as, educational service agencies, regional centers, institutions of higher education, or local or non/for profit organizations. These additional parties can provide support for the applicant however, a non-eligible partner cannot be signed on as an eligible entity or eligible district.

Now that we have covered who is eligible to apply for the FY 2013 Race to the Top - District Competition, I will hand it over to Melissa who will discuss some key components of the application starting with the discussion of plans.

Melissa Siry: Thanks Meredith. We wanted to start by talking about the components of a high-quality plan. Throughout the application applicants will be asked to provide high-quality plans as part of their narrative responses to several selection criteria. This slide includes an example of the application instructions for one selection criterion. Make sure you read the instructions carefully and include all elements of a high quality plan that we will discuss in a moment, where applicable. High-quality plan means a plan that includes key goals, activities to be undertaken, and the rationale for those activities, the time line for deliverables and the parties responsible for implementing the activities. Applicants can also submit any additional information in the narrative or appendix of their application that they believe will be helpful to peer reviewers. Please note that high-quality plan is a defined term, and for more information you can look at part twelve of the application in the definition section on page 84.

We will now discuss the required signatures for the application. Each LEA applicant or lead LEA of a consortium must provide the required signatures in section four of the application. Each applicant must include a set of signatures that includes the superintendent or CEO, the local school board president, and the local teacher union or association president, where applicable. If an applicant does not include the applicable signatures, it may not be eligible for review. For individual applicants, if the signature of the president of the local teacher union or association is not applicable, the LEA should complete the table shown here found in section five of the application. In the table applicants should include the LEA name as well as the rationale for why the signature of the president of the local teacher's union or association is not applicable. The table for consortia applicants is slightly different. Consortia applicants should also provide the names of the individuals who signed the memorandum of understanding, including the superintendent or chief executive officer, local school board president, and local teacher union or association president, where applicable, for each member of the consortia. This can be found in section six of the application. If an applicant indicates that the signature of the president of the local

teacher union or association is not applicable for any LEA in the consortium the applicant must provide a rationale explaining why it is not applicable for that LEA. As a reminder, consortia applicants should have an MOU for each LEA in the consortium as stated in the Notice Inviting Applications and the Education Department General Administrative Regulation, or EDGAR, in order to be eligible for the competition. The Department held a webinar on August 13th specifically for consortia applicants. Please see our website for the slides and transcript from that webinar for more information specific to applying as a consortium.

We will now discuss the budget requirements for the application. We want to highlight that an applicant's budget request for all four years of its project must fall within the applicable budget range based on the number of participating students in the grant application. For individual applicants that will serve between two thousand and five thousand participating students the Race to the Top -- District budget requests must fall between four and ten million dollars. For individual applicants that will serve between five thousand and one and ten thousand participating students in their proposal the Race to the Top -- District - budget request must fall between ten and twenty million dollars. For individual applicants that will serve between ten thousand and one and twenty thousand participating students the Race to the Top - District budget request must fall between twenty and twenty-five million dollars. For individual applicants that will serve more than twenty thousand and one participating students the Rae to the Top - District budget request must fall between twenty-five and thirty million dollars. The Department will not consider an application that requests a budget that is less than or greater than the applicable range of awards for the number of participating students. As mentioned earlier, a consortium applicant may serve fewer than two thousand participating students provided that it is a consortium of at least ten LEAs and at least 75 percent of the students served by each LEA are participating students. In this instance, the Race to the Top - District budget request must fall between four and ten million dollars. Participating students means students enrolled in a participating school and directly served by an applicant's plan. Please note that we will be holding a webinar on September 4th to review the budget requirements of the application including completing the budget section of the application in more detail. Please visit the Department's website to register.

We will now discuss the performance measure requirements of the application and selection criteria (A)(4) and (E)(3). Selection criterion (A)(4) asks how the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals that are equal to or exceed state ESEA targets for the LEA overall and by student subgroup in the following areas: a) performance on summative assessments, including proficiency status and growth, b) decreasing achievement gaps, c) graduation rates, and d) college enrollment rates. There is one optional goal area in this section for post-secondary degree attainment. These ambitious but achievable goals must be set at the LEA level for each participating LEA. Therefore, if an applicant is applying as a consortium it should include targets for each area for each LEA that is a member of that consortium. Each of the (A)(4) measures asks applicants to provide ambitious yet achievable annual goals that are equal to or exceed their states ESEA targets for the LEA(s) overall and by student subgroup. As defined in the NIA, subgroup means each category of students identified under section 1111(b)(2)(C)(v)(II) of the Elementary and Secondary Education Act, and any combined subgroup used in

the State accountability system that is approved by the Department in a State's request for ESEA flexibility. Applicants should refer to their State's ESEA accountability system and a State's approved request for ESEA for more information about their required subgroups. This information is available through your state or on the Department's website. We have included space in the application for applicants to complete the performance measure section in selection criterion (A)(4). Applicants should ensure they set targets for each assessment and grade that is used in their State's accountability system or approved ESEA flexibility request. Additionally again, it's important to note that performance measures in (A)(4) apply to all students and schools in the LEA, not just participating students and participating schools.

This table is for the summative assessment targets in (A)(4)(a). To complete the table, applicants should fill in cells that are blank, or cells that contain brackets and/or italicized text. Applicants may add or delete rows as needed, or provide additional information in other formats. When completing this table: fill in the subject and grade, and whether it is a proficiency or growth target at the top of the table. As mentioned on the previous slide, applicants must complete targets for each subject and grade so you may need to repeat this table several times. Again, applicants must include all required subgroups so refer to the definition if you are unclear about which subgroups to use. In the school year 2011/2012 or school year 2012/2013 columns insert base line data and then ambitious yet achievable targets for school year 2013/14 through school year 2017/2018. We will talk about what it means to have ambitious yet achievable targets in a few minutes. The next set of required performance measures in (A)(4) are for reducing achievement gaps. Achievement gap is defined as the difference in the performance between each subgroup within a participating LEA or school and the statewide average performance of the LEA's or State's highest-achieving subgroup in reading/language arts and in mathematics as measured by the assessment required under the Elementary and Secondary Education Act. The applicant is asked to identify the subgroup and comparison group to use in the next table.

Applicants should use this table when completing their achievement gap targets. Please note that this table looks slightly different from the one that was included in the Fiscal Year 2012 application. So please read the instructions carefully. Applicants should set achievement gap targets for each subject and grade that is required in their states ESEA accountability workbook. And in their states approved flexibility request if applicable. These are the same subjects and grades that were included in the summative assessment target we just discussed. Applicants must set targets for each subgroup, as required by the definition described earlier. Note that applicants must identify one comparison group for each grade and subject as discussed in the definition of achievement gap that subgroup should be entered in the comparison group column. Again, applicants should enter baseline data, and ambitious yet achievable targets for school year 2013/2014 through school year 2017/2018, similar to the previous table. Note that the Department has provided similar tables for applicants to use when completing the graduation rates and college enrollment targets in the application. In addition to the performance measures in selection criterion (A)(4), in order to inform whether the applicant is on track during implementation, plans must also include annual performance measures or leading indicators of progress in selection criterion (E)(3) of the application. In order to ensure that these measures best reflect the context and needs of the individual applicant's proposal, there are two types of performance measures:

1) performance measures that apply to all applicants, and t2) performance measures that apply to specific grade bands. Within both of these categories, there are common required performance measures for all applicants as well as an opportunity for applicants to propose measures tailored to their specific plan. For the applicants proposed measures, reviewers will judge the applicant's rationale for selecting that measure; and how the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan. And how the applicant will review and improve the measure over time if the measure is insufficient to engage implementation progress. Applicants should have approximately twelve to fourteen performance measures, including both the required and applicant proposed measures. Again, these performance measures only apply to students and schools participating in the implementation of the plan.

The Department recognizes that the applicants will have different leading indicators of success and will, therefore, need performance measures tailored to their own proposals. For example, if an applicant is proposing to serve students from prekindergarten through grade three through its project, the applicant might propose as a performance measure the number and percentage of children who demonstrate mastery of age appropriate standards across multiple domains of early learning at the beginning of kindergarten as determined using developmentally appropriate early learning measures. The application must include performance measures only for the participating students and schools. Therefore, if an application targets a specific grade band only the performance measures for that specific grade band must be included in the application. The application also includes tables for applicants to use when completing the performance measure requirements in selection criterion (E)(3). We wanted to take a minute to note the difference between the goals in (A)(4) and the performance measures in selection criterion (E)(3). The goals in selection criterion (A)(4) apply to all students and schools in the LEA and are focused on student outcome. So performance measures in selection criterion (E)(3) apply only to participating students and participating schools and help measure ongoing progress during implementation and provide leading indicators of success.

Finally, peer reviewers will reward applicants for developing goals that, in light of their proposal, are ambitious yet achievable. In determining whether an applicant has ambitious yet achievable annual goals, peer reviewers will examine the applicant's goals in the context of the applicant's proposal and the evidence submitted in support of that proposal. There is no specific goal that peer reviewers will be looking for here nor will higher goals necessarily rewarded above lower ones. Reviewers will consider how applicants connected the plans in their narrative with their targets and are asking themselves: Are applicants being ambitious in what they are attempting to do? Are they also being realistic in proposing a plan that they can achieve? Have they balanced ambition and achievement thoughtfully and well? To help reinforce the importance of these questions we want to remind you that funding events could be triggered or delayed or even withheld based on the applicants actual performance against the annual targets that you set in your application. So please consider them carefully.

We will now review some aspects of the Appendix. We wanted to highlight that the Appendix must include a complete Table of Contents which includes the attachment title, relevant selection criterion and the page number or attachment number. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion along, with a rationale in the narrative text for how the

attachment's inclusion supports the narrative and the location of that attachment in the Appendix. As stated in the NIA "Submission of Proprietary Information": given the types of projects that may be proposed in applications for the Race to the Top - District program, an application may include business information generally commercial or financial information that the applicant considers proprietary. Following the process used with our previous Race to the Top - District competition we plan to post applications on our website. So you may wish to request confidentiality of business information. Consistent with Executive Order 12600 we have included space in the application for you to designate any information that you feel is exempt from disclosure under Exemption four of the Freedom of Information Act. In an attachment in Appendix A, titled "Disclosure Exemption", please list the page number or numbers on which we can find this information.

I will now hand it back over to Meredith who will explain how applications should be submitted to the Department.

Meredith Farace: The Department strongly recommends that applicants limit their application narrative to no more than two hundred pages. Applicants should not include hyperlinks to websites in their applications. We recommend that applicants format their applications in black and white on 8.5" by 11" paper. When The Department prints the applications for peer reviewers the applications will not be printed in color or on paper that is not 8.5" by 11". It's important to note that length does not equal quality. All applications must be submitted in electronic format on a CD or DVD by mail or by hand delivery. CD ROM or DVD are preferred. File types are limited to .doc, .docx, .rtf, or PDF format. We will not submit documents to peer review that are not one of these four file types. In addition, please note that we will not accept paper copies of the application narrative, appendix, or budget spread sheets.

We strongly recommend that the applicant submits three CDs or DVDs. Each of these CDs or DVDs should include the following four files: 1) a single file that contains the body of the application narrative, including required budget tables that has been converted into a searchable PDF document. Note that a PDF created from a scanned document will not be searchable; 2) A single file that contains all application appendices in a PDF format; 3) A single file in a PDF format that contains all of the required signature pages the signature pages may be scanned and turned into a PDF. Consortia applicants should also include all signed MOUs or other binding agreements for each LEA in the consortium; and 4) a single separate file of the completed electronic budget spreadsheets in xls. or xlsx. formats that include the required budget tables and budget justifications. Each of the previously listed items must be clearly labeled with the LEA or lead LEA's name, city, State, and any other relevant identifying information.

Applicants must not password protect these files. Additionally, please ensure that, first, all three CDs or DVDs contain the same four files. Second, the files are not corrupted, and third all files print correctly. In addition to the electronic files, applicants must submit signed originals of certain sections of the application. We encourage that these signed originals are in paper format. You can see FAQ I-5 for more information about how to include signature pages. These signed originals must include an individual LEA applicant signed original of part 4, 5, and 7 of the application. And an application from a consortium of LEAs must include signed originals of parts 4, 6, and 7 of the application, as well as a signed memorandum of understanding from each LEA in a consortium.

It's important to note that the application due date is the received by date and not a post marked date. This means that the Department must receive all grant applications on or before four thirty PM Washington DC time exactly. Any applications received after four thirty PM will be considered late, and the applicant will not be considered for funding. We strongly recommend that you sent the applicant via overnight delivery so that it arrives by four thirty PM on October 3rd. Please note that the address is different for applications submitted by mail, including commercial carriers then the address for hand delivered applications, including courier services.

So a note for mail or hand delivery of applications: when you mail or hand deliver your application to the Department, first, you must indicate on the envelope the CFDA number, which is 84.416, of the competition under which you are submitting the application. Second, the application control center will mail you a notification of receipt of your grant application. If you do not receive this notification within fifteen business days from the application deadline date you should call the US Department of Education Application Control Center at 202-245-6288. The Application Control Center accepts hand deliveries between eight AM and four-thirty PM Washington DC time except Saturdays, Sundays, and federal holidays.

We will now take some questions that have come in through the chat feature. Again feel free to send in technical, clarifying, or logistics questions through the chat feature. Due to the large number of participants we will answer as many questions as possible that are submitted using the chat feature. We will respond to all questions over the audio so all participants can hear the response. As a reminder, we're unable to answer questions about a specific approach or individual proposal. As we review the questions we may mute the line periodically. We will return momentarily and appreciate your patience.

We have a few to start with. One caller asked can you further describe what is meant by personalized learning environment. We will direct you to the background of either the NIA or Absolute Priority one. Personalized learning environments are learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned to college and career ready standards.

We also got a question about whether students in a school districts prekindergarten are eligible to participate in the districts initiative. Please see frequently asked question C-8 as to whether pre-k can be included in an applicant's count of participating students, as it depends on your state law.

Another question: Is a charter management company eligible to apply for multiple schools within its network, and, please, define charter schools. Can one or more charter schools apply as a consortium? In this case, we'd ask you to see FAQ C-3 and C-16. Charter schools or charter management organizations are only eligible if they meet the definition of a local educational agency in the Notice Inviting Applications. You can check with your State's attorneys to find out whether your entities are LEA's under state law.

I'm going to turn to Melissa for a few more questions.

Melissa Siry: Great thank you. We got a question that asks about the state and mayoral review requirements asking can we submit the draft via email? We ask that you review FAQ F-2 through F-9 regarding the state and mayoral comment period. Specifically you should consult with your State to determine the appropriate agency or office within the State and work with them to submit your application and get comments for inclusion (B)(3) or (B)(4) of your application.

Another question asks if partnerships can be with for-profit EMOs. As a reminder, only LEAs or consortia of LEAs are eligible entities. We have not limited the types of entities that may be partners. An applicant, as we said earlier, may partner with entities that are not eligible to apply. For more information on that, you can look at FAQ C-19 and D-8 regarding partnerships.

Another question asks when will the full application with all required forms be uploaded on Grants.gov? Please note that submission is not through Grants.gov for the Race to the Top - District Competition. Please see the submission instructions in the application and Notice Inviting Applications, as well as the slides that Meredith discussed at the end of this webinar. We will be accepting applications through mail or hand delivery, and again we ask that you submit three CDs or DVDs with four files in order to be eligible for the competition.

Another question asks is an individual LEA required to serve two thousand participating students? The answer is yes. An individual LEA applying on its own must serve at least two thousand participating students and more information on that is in FAQ C-6 regarding how to determine the number of participating students in your application.

Meredith Farace: Okay this is Meredith again we have a question that asks can an LEA apply for Race to the Top - District if its located in a State that is on high-risk status for another Department of Education program? If an LEA is located in a State that's on high risk under another Department of Ed program, such as ESEA flexibility or the Race to the Top State program, the LEA may still apply for a Race to the Top - District grant. Use your best judgment as you respond to the selection criteria and determine how you're going meet the eligibility requirements, such as the assurances regarding evaluation systems. It's possible that the State's high-risk status is unrelated to the requirements and criteria under the Race to the Top - District program. Also, even if a State's high-risk status is related to the Race to the Top - District requirements, the LEA may be surpassing these requirements. If the LEAs application is competitive, the Department will review the application prior to making the award to verify that the LEA has met all of the Race to the Top District requirements.

We have another question about whether the amount that we provided is over the life of the grant or per year. And we assume the question is about the budget bands. The budget bands in the NIA in the application are the size of the awards over the life of the grant, not per year. Please FAQ B-4 and B-3 regarding sizes of the grant awards. We have another question about whether it's possible for a consortium of two or more LEA's serving over two thousand to apply. Yes, so see FAQ C-2 regarding this question. In C-2, we talk about consortiums that include fewer than ten LEAs and the answer to that question is yes a consortium may include fewer than ten LEAs as long as the consortium serves a

minimum of two thousand participating students and meets all eligibility requirements in the Notice is eligible to apply.

There's a question about whether the limit, which we assume you mean the budget, the limit includes the additional optional competitive preference priorities. The answer to that is yes there is only one competitive preference priority. The FY2013 competition does not include the optional budget supplement that was in the FY2012 competition.

We received another question, can a partner, such as an institution of higher education, be named in the proposal? We recommend you see G-16 in the FAQ document for more information on this question. Because grantees must use appropriate procurement procedures to select contractors, applicants should generally not include information in their applicants about specific contractors.

Great, another question asks must a table be done for each participating school or one table for the district or LEA as a whole. We are assuming this is in regards to the performance measure. So in (A)(4) applicants should set targets at the LEA level, not by participating school. In (E)(3) applicants may determine the best way to submit information on your ambitious yet achievable targets for the applicant proposed measures, which may be for each participating school or may be as the district as a whole.

Another question asks whether the Department plans to post applications that are not funded? We may post unsuccessful applications.

The next question asks if narratives may be submitted in landscape page format? That is fine. We just ask that you follow the submission recommendations about a page being eight and a half by eleven, each page has a page number, and please set line spacing for the narrative at one and half, and the font should be twelve point Times New Roman. Your narrative can either be in landscape or portrait format.

Another question asks should LEAs try to limit the narrative and the Appendix to two hundred pages? The page limits are recommendations, not requirements. As stated in FAQ I-10 the Department strongly recommends that applicants limit their application narrative to no more than two hundred pages, but this recommended page limit does not apply to the appendices. However, we do strongly recommend that you limit Appendix length to the extent possible.

So just give us one minute to mute the line as we go through some additional questions that have come in the past few minutes. Thanks.

Thanks everybody for your patience. We have a question about whether LEAs can request a signature from the US Department of Education upon receipt of the application. The answer to that is no, however, the Application Control Center will mail you a notification of receipt of your application.

Another question is can a consortium submit one MOU with a separate signature page for each member that is signed both by the lead LEA and the member LEA? The answer to that is yes as long as the MOU contains all of the required sections detailed in the NIA. We would recommend that you look at FAQ F-10.

There's a question regarding the State review, and this is a requirement where you have to provide an opportunity for your State to review the application before submitting it. And the question is where do I find the address of my State? So we haven't specified which State officials must be provided an opportunity to comment. We recommend you contact someone in your State to ask who your State would like to be that reviewer. Please see FAQ question F-3 in regards to this question.

May consortiums cross State lines? The answer to that is yes. We actually have some consortiums that have applied across State lines in previous competitions. So the answer to that is yes.

We are going to put you on mute for a few more minutes as we gather a couple more of the final questions from the webinar.

Okay we have a couple more coming in. Question for grant years are they fiscal or school years? We recommend you look at FAQ E-32 for information on this start and end date of the budget period.

Someone asks to rephrase a question that was already asked. Is additional funding requested for competitive preference projects included the budget limit cap? And the answer is yes.

Give us one second while we gather a couple more questions.

Okay we got one question about the achievement gap targets that asks could you go into more detail on the difference between the (A)(4) achievement gap table in last year's application and the 2013 application. And we do have a number of FAQs on that, but the main difference is that, in this year's application, we added the comparison group column. You can see there's an arrow for you to insert the comparison group when calculating your achievement gap target. The requirement for the achievement gap targets and the definitions of those subgroups and achievement gap have not changed. The only difference is a formatting difference in this table with the addition of the comparison group column.

And give us one more minute to look at a few more questions. Thank you so much for your patience.

Okay we're back we have a couple more. So, a question asks what was the number of intents to apply submissions that were submitted by the August 23rd deadline. We will post the full intent to apply list on our website in the coming days.

Must signed originals be submitted at the time of the application as FAQ I-5 recommends. So it does not say requires original signature pages be submitted. You must submit original signature pages in order to receive a grant. You can see submission requirements in the Notice Inviting Applications application or on slide thirty-eight of this presentation.

Another question asks are there any performance requirements State test proficiency level for the lead LEA or the members of the consortium? Applicants should set ambitious yet achievable targets that are equal to or exceed their State ESEA targets overall and by student subgroup. So, there are no requirements but applicants must submit ambitious yet achievable goals that are equal to or exceed their state ESEA targets.

We got another question about whether graduation and college enrollment targets are required if a proposal addresses only students in kindergarten through third grade. I would refer you to FAQ E-7 to make sure that you understand that there is a difference between the goals in selection criteria (A)(4) and the performance measures in (E)(3). The goals in selection criterion (A)(4), which do include graduation and college enrollment targets, apply LEA wide, so it's to all students and schools in the LEA and these are focused on student outcomes. In (E)(3), the performance measures only apply to participating students and participating schools and help measure ongoing progress during implementation and provide leading indicators of success. So if you happen to have targets in (E)(3).for K-3 because those are your participating students you wouldn't necessarily need targets regarding graduation and college enrollment. That wouldn't necessarily be applicable. So please make sure to keep in mind the difference between (A)(4) and (E)(3). (A)(4) being LEA wide and (E)(3).that are for participating students and schools.

We do have several more questions I know that it is three thirty, so we're going to hang on the line for a few more minutes and answer as many as we can so just give us another minute or two as we go through the final questions. Thank you.

While we are trying to work through the last few questions that we received, we are going to move on to the last few slides just in case folks have to drop off at three thirty, and this may answer some of the remaining questions.

The Departments has released several documents that provide information about the Race to the Top - District program. The Executive Summary provides key information and definitions from the Notice of Final Priorities and the Notice Inviting Applications. The application includes all of the required components as well as detailed instructions for completing and submitting the application to the Department. The frequently asked questions, or FAQs, document includes answers to common questions about the competition. This document may be updated as needed over the next several months to include additional questions that we receive regarding the FY2013 Race to the Top District Competition. The Notice of Final Priorities is the regulatory document that establishes the priorities, requirements, definitions, and selection criteria in the program. The FY2013 notice inviting application explains how the priorities, requirements, definitions, and selection criteria established in the NFP apply to the FY2013 competition. The definitions for all defined terms can be found in NIA as well as the Executive Summary. The Fast Facts document provides key information for the FY2013 Race to the Top District program. And finally the Background Document explains how the programs priorities were developed and will help applicants understand the Department's approach to the competition. All of these resources are available on the Departments Race to the Top District website.

In addition, the Department conducted three technical assistance webinars. On August 7th, we held a webinar on the overview of the FY13 Race to the Top District Competition. On August 13th, we held a webinar specifically for consortium applicants, and on August 15th we held a webinar addressing questions that had been submitted to the 2013.racetothetop.district@ed.gov mailbox. These webinars presentations are available on the Departments Race to the Top District website specifically on the resources page.

In addition, the slides from today's webinar are also available on our website. Following the webinar if you have specific questions about the program send them to the FY2013 Race to the Top District mailbox and 2013.racetothetop.district@ed.gov to be considered for inclusion in an upcoming webinar to answer questions submitted to the email box. The Department may update the FAQ document as needed and will offer additional technical assistance webinars over the next few weeks. Specific information about the Departments future webinars is available on our website. Again, all of this information is available on the Race to the Top District website.

We would like to thank you for participating in today's webinar we will stay on the line for a few more minutes for those of you who can stay a little later to continue answering questions. But if you need to leave or if we haven't answered your question we invite you to send any questions you have to the 2013.racetothetop.district@ed.govmailbox.

For those of you who are able to stay on the line, we'll stay a little late thank you.

So just as a reminder we cannot answer questions about a specific approach or proposal. So we've gotten a few questions about specific ideas and whether or not specific approaches are acceptable and the Department cannot answer those questions. So just a reminder if you do have questions on your specific proposal those are not ones that we can answer.

So the next few questions, the instructions indicate that we place the document on letter sized paper with a one inch margin. Are we not supposed to use the document provided in the application which states enter text here? Can we paste our information on the form or should we submit it on a letter sized page with one inch margins? You can paste your information right into the application template which is on 8.5" by 11" paper and includes those one inch margins. These instructions are recommendations, so please use your judgment when submitting your application.

Next question what is the life of the grant, five years? Note that this is a four-year grant. You can see FAQ B-4 for more information, but the short answer is this is a fou- year grant.

Someone asks does the budgeting allow for one time capital costs to support installation equipment etcetera? The answer is yes if it is reasonable and necessary and consistent with your proposal. We ask you to refer to FAQ G-15 for more information on the conditions for construction expenses.

Someone asked can charts and tables be single spaced. The answer is yes, again all formatting guidelines are recommendations we just ask that you remember you want to make it easy for the peer reviewers to see the information that you've included in your application. A question asks is there a requirement of whether the narrative should be in third person or is first person acceptable. We ask that you use your judgment on this. The Department has not issued any guidance on that.

Another question asks do you need to send the entire application for the State to comment on. The answer is yes, and again please see FAQs F-2 through F-9 for more information on the State and mayoral comment period.

We got a question of whether a consortium can consist of a rural and a non-rural district. And the answer is yes we suggest you see D-3 to get some more information about that question.

Okay I think we're going to wrap it up at this point we're ten minutes over and again if you didn't have your question answered, please feel free to join our future webinars or submit it to our email box and we'll try to do our best to answer any questions that are logistical or clarifying in nature. Thank you so much for your time and we wish you luck as you develop your applications. Have a great day.